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| **Expository/Persuasive Essay**  6th Grade | | | | | |
|  | **4** **(N/A)** | **3** **(N/A)** | **2** **(N/A)** | **1** **(N/A)** |  |
| **Organization**  6th Grade: (Writing Applications) 1.1, 1.2, 1.3 | 4  Correct form is used and enhances the writing.   Ideas are grouped together, tied to thesis and enhance meaning.  Transitions work well. | 3  Correct form is used.   Ideas are grouped together and attempt to enhance meaning.   Transitions are basic but clear. | 2  Correct form is used.   Ideas are grouped together.    Transitions need improvement. | 1  Form is obvious, but not entirely correct.   Ideas are scattered throughout with no real coherence.   Transitions are missing. |  |
| **Ideas and Content**  6th Grade: (Writing Applications)1.1, 1.2, 1.3 (Written Conventions) 1.1 | 4  Ideas are well developed and supported by details.  Thesis is clearly stated  Primary and Secondary ideas are tied to and support thesis | 3  Ideas are developed and supported by details.  Thesis is clearly stated  Primary and Secondary ideas are relevant and try to support thesis | 2  Ideas are presented and explained.  Thesis is stated but may be unclear  Primary and secondary ideas are present and clearly stated | 1  Ideas are presented but not explained well.  Thesis is unclear  Primary and secondary ideas are unclear or may not be present at all. |  |
| **Insight**  6th Grade: (Written Conventions)1.1, 1.2, 1.3 (Written Conventions) 1.1 2.5 - Write persuasive compositions 2.2 - Expository | 4  Essay shows a complete understanding and thouroghly discusses topic. | 3  Essay suggest understanding but is not thourogh or sophisticated. | 2  Essay is simplistic and thoughts often unfininished. | 1  Passage was misread or misunderstood. |  |
| **Support**  6th Grade: (Writing Applications)1.1, 1.2, 1.3 (Written Conventions)1.1 2.5 - Write persuasive compositions 2.2 - Expository | 4  Support is clear, detailed and easy to follow.  Passages appropriate length.  Commentary and support are integrated. | 3  Support is clear and easy to follow.  Passages appropriate length.  Support is followed by comentary. | 2  Support choppy or difficult to follow.  Passages too short or run-on sentences.  Commentary missing or difficult to understand. | 1  Support is paraphrased.  The writing rambles. |  |
| **Sentence Fluency**  6th Grade: (Writing Applications)1.1, 1.2, 1.3 (Written Conventions) 1.1 | 4  Sentences vary in length. Transitions link sentences, paragraphs and ideas. Sentences enhance the structure of the work. | 3  Sentences vary somewhat in length. Some transitions between sentences, paragraphs and ideas. | 2  Few sentences vary in length. Few transitions between sentences, paragraphs and ideas. | 1  Sentences do not vary, or relate from one to another. There are few transitions. |  |
| **Conventions**  6th Grade: (Writing Applications)1.1, 1.2, 1.3 1.2 (Grammar) 1.3 (Punctuation) 1.4 Capitalization, 1.5 (Spelling) (Written Conventions) 1.1 | 4  Clearly understands writing conventions.  Few if any mistakes | 3  Basic grasp of writing standards is shown.   0-5 mistakes per page. | 2  Paper contains errors in subject/verb agreement.  Errors in pronoun usage.  6-10 mistakes per page. | 1  Paper contains errors in subject/verb agreement.  Errors in pronoun usage.  11-15 mistakes per page. |  |
| **Word Choice**  6th Grade: (Writing Applications)1.1, 1.2 (Written Conventions) 1.1 | 4  Strong words and descriptions throughout.   Words are above average, and used appropriately throughout the work. | 3  Strong words and descriptions used.   Some words are above average and used appropriately throughout the work. | 2  Few sentences vary in length.   Few transitions between sentences, paragraphs and ideas.  Vocabulary is basic. | 1  Sentences do not vary, or relate from one to another. There are few transitions.    Vocabulary is limited. |  |
| **Voice**  6th Grade: (Writing Applications) 1.1, 1.2 (Written Conventions)1.1 2.5 - Write persuasive compositions 2.2 - Expository | 4  Voice of the author is clear and fitting for the type of writing and show personality or author. Voice does not change throughout work. | 3  Voice of the author is clear but not entirely fitting for the piece.  Voice changes once or twice. | 2  Voice of the author is somewhat clear, but changes throughout the work for no reason. | 1  Voice of the author is not clear, but there is a valid attempt at engaging an audience. |  |